

Inquiring Minds

Lesson Preparation

Daily Lesson 4	READING	
	TEKS	Ongoing TEKS
Key Understandings and Guiding Questions	E1.22B	E1.9B
Vocabulary of Instruction	<ul style="list-style-type: none"> Authors gather information from different sources for specific purposes. — Why is it important to gather information from multiple sources? 	
Materials	<ul style="list-style-type: none"> Valid source Reliable source Reader's Notebook (1 per student) Teacher Reader's Notebook (1) Several articles from reliable sources and several that are from unreliable sources (1 packet per group of 3-4 students) Example of a well-known piece of art Chart paper (if applicable) 	
Attachments and Resources	<ul style="list-style-type: none"> Handout: Sources Checklist 	
Advance Preparation	<ol style="list-style-type: none"> Prepare to display visuals as appropriate. Select a well-known piece of art. Suitable artwork might include: <i>Campbell Soup I (Tomato)</i> by Andy Warhol; <i>In Advance of the Broken Arm</i> by Marcel Duchamp; <i>Surrounded Islands</i> by Christo and Jeanne-Claude. Gather articles from reliable and unreliable sources. Duplicate enough of each to create packets for each group of 3-4 students. 	
Background Information	<p>Valid source – a correct and truthful source. Some questions useful for evaluating validity of a source might be: <i>Does the author present facts with supporting evidence? Does the information in this source match information in other sources?</i></p> <p>Reliable source – credible or believable source. Some questions to evaluate credibility might be: <i>Is the author a respected authority on the subject? Does the author support opinions with strong argumentation and reasoning? How current is the information?</i></p> <p>During Daily Lesson 3, students were introduced to primary and secondary sources. This lesson helps them to understand how evaluating secondary sources is critical.</p>	
Teacher Notes	<p>Prepare to visit the library for conducting research for the next Daily Lessons.</p> <p>Continue to monitor student progress with independent reading text and allow time for discussion and reflection.</p>	

Instructional Routines

Daily Lesson 4	READING
Duration and Objective	<p>Suggested Duration: 50-60 min.</p> <p><u>Content Objective</u>: Students evaluate the relevance of information to the research question and plan by determining reliability, validity, and accuracy of sources.</p>
Mini Lesson	<ol style="list-style-type: none"> 1. Ask: What do the colors red, blue and yellow have in common? Discuss responses and guide students to the understanding that these are primary colors and like primary sources they cannot be altered. They are what they are. 2. Ask: What are some secondary colors? What makes them secondary? Discuss responses. 3. Inform students that just as colors are mixed to create a newer secondary color, much of the information we will find in our research is secondary and blends the facts and opinions of many people. 4. Instruct students that in order to determine the reliability of a source, they as researchers must evaluate their secondary sources carefully. 5. Display selected piece of art and instruct students to conduct a brief analysis to determine what they believe the picture means. Ask: How valid is your analysis? Would others view your analysis as valid? Discuss responses. 6. Discuss validity. Guide students to the understanding that validity is the degree to which an account is accurate and truthful. Emphasize that it is important to determine if a source is truthful and correct, as well as if it presents a logical argument. 7. Discuss reliability and accuracy. Guide students to understand that the author must be a respected authority on the subject, support opinions with strong arguments and reasoning, and that the information must be current in order to be reliable and accurate. Remind students of the importance of distinguishing between substantiated and unsubstantiated information in sources. 8. Ask: Why is it important to determine an author's level of authority, credibility and objectivity? Discuss responses. 9. Display and discuss Handout: Sources Checklist. Divide students into Collaborative Groups and distribute packets of prepared sources.
Learning Applications	<ol style="list-style-type: none"> 1. In Collaborative Groups, students use Handout: Sources Checklist to evaluate each source.
Closure	<ol style="list-style-type: none"> 1. Discuss reliability, validity, and accuracy of sources as a class.